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Teacher’s Voice on Metacognitive Strategy Based Instruction using Audio Visual Aids for Listening

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ABSTRACT

The paper primarily stresses on exploring the teacher’s voice toward metacognitive strategy based instruction using audio-visual aid for listening. The metacognitive strategy model applied in the study was inspired from Vandergrift and Tafaghodtari (2010) instructional model. Thus it is modified in the procedure and applied with audio-visual aids for improving listening comprehension. The research setting was at SMA Negeri 2 Parepare, South Sulawesi Province, Indonesia, and the sample of research was teacher of English at tenth grade at SMAN 2. The data was collected using in depth interview during the research and analyzed using qualitative analysis. The result of data showed that this strategy assisted the teacher in teaching listening comprehension as the procedure has systematic steps that encourage students’ critical thinking on learning listening. Also, applying metacognitive strategy with audiovisual aids eases the teacher to grab students’ comprehension in listening.

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1. INTRODUCTION

Listening skill as one of four main skills in language learning has the same position regarding its importance in acquiring the language, though it is categorized as passive activity. Interestingly, it is not totally passive activity but it can be an active process as the listener must be able to distinguish between sounds, know vocabulary and the grammatical aspect, interpret intonation and stress of the sentences, and at the same time understand the sociocultural context of the utterance. The listener is supposed being able to coordinate all of the above process as it involves a great deal of mental activity [1]. It can be said that listening is not an easy work and it is worthy of more analysis and support.

Listening comprehension plays main role in assisting language learning. It is a highly integrative study as it needs highly awareness and effective strategies in learning it to make students exploit the language input they receive. One potential strategy in learning listening is using metacognitive strategies. O’Malley and Chamot [2] have stated language learning strategies covering cognitive theories. Thus, they made a distinction and classified the variety of cognitive activity in language learning into two parts; metacognitive and cognitive strategies. Metacognitive strategies are important as they manage the learning process. Yet, the use of cognitive strategies is needed to support the potential use metacognitive strategies.

Metacognitive strategy itself has been utilized for teaching in some areas of knowledge including for English Language Teaching (ELT). Some research areas have been expanded on the application of this strategy for English language teaching [3]-[7]. Their studies demonstrate how metacognitive can support language learning. Investigated how metacognitive strategies support the listener’s listening process [3], [6], [4]. Highlighted how important metacognitive awareness to be improved for Jordanian postgraduate students [7]. Other author, supports the use of metacognitive strategy in the classroom as it can change the ways teacher assume and learn which lead them become more reflective, independent, practical, and optimistic [8].

These previous studies highlighted the importance of activating metacognitive in language learning; however it is revealed that the use of other aids to maximize the strategy for language learning has not been involved yet. Therefore, this current study will fulfill the gap on it by exploring the teacher’s voice toward metacognitive strategy based instruction using audio visual aids for listening. In this study, the instruction model of metacognitive strategy was inspired from Vandergrift and Tafaghodtari [5], yet there was a changing modification in the procedure and the use of audiovisual aids to support the learning. The modification was done based on the preliminary data taken from interview with the high school teachers of English in Parepare, Indonesia (2016). The teachers said that the students faced problem in listening and comprehending the text using audio visual with general strategy in teaching that mostly teacher centered strategy.

In applying the study, though the specific form of strategy instruction in using metacognitive in classroom is not available, the model proposed by Vandergrift [9] and Vandergrift and Tafaghodtari [5] was considered to use with few modifications to be fitted with the research need. The modified design of teaching model development using metacognitive strategy and audiovisuals can be seen in the table below.

Table 1 Teaching Model Development Design

	STEPS	TiTime allocation (minutes)	Vander-Grift model	Model modifica -tion
A.	Preparation			
1.	Teacher searches audio visual material based on curriculum			√
2.	The material is selected in accordance with the level of knowledge of students, for example, the material was taken from problems related to everyday life.			√
3.	Materials are not long and interesting for students.			√
4.	Teachers create lesson plan includes: competency standard/ basic competence, indicators, learning objectives, methods, materials, and determine the allocation of time at each stage and assessment.			√
B.	Pre-listening: Planning/pedicting stage (exploration)		√	
1.	Teacher mentions competency standard, basic competence, and learning objectives.	5’		√
2.	Teacher gives apperception by asking questions quiz on the material to be studied. For example, when the theme is about short functional text in the form of advertisements, the students were asked to convey their knowledge / experience of the ads and the types. The initial question was to explore the knowledge that they have, then continued with follow-up questions to discuss the material to be studied.	10		√
3.	Teacher gives motivation about the importance of knowing the type of functional text	2’		√
4.	Learners read and understand written questions about the material to be studied.	5’	√	
5.	Learners predict upcoming vocabularies that are associated with the material by writing them on a worksheet.	10’	√	
6.	Learners predict the information which is likely to arise associated with the material by writing on a worksheet, for example, by writing a sentence or phrase on a worksheet.	5’	√	
C.	First listen from audio-visual: First verification stage (elaboration)			
1.	Learners listen to audio-visual display	5’	√	
2.	Learners check their own work or the vocabulary that has been predicted in accordance with the material. They gave a check mark (V) on the correct vocabulary.	5’	√	
3.	Learners fix errors and make notes if necessary	2’	√	
4.	Learners compare the answer with a partner.	5’		√
5.	Learners revise if necessary	2’		√
6.	Learners determine important matters that still need to get attention.	2’		√
D.	Second listen from audio-visual: Second verification stage (elaboration)			
1.	Learners listen to the audio-visual display	5’	√	
2.	Learners verify the mismatch of information that appears in the text, improve and add if it is necessary	2’	√	
E.	Third listen from audio-visual: Final verification stage (confirmation)			
1.	Learners listen back a third time audio-visual display	5’’	√	
2.	Learners listen carefully to the information that appears on the class discussion that they could not understand before.	5’	√	
3.	Learners arrive at a final conclusion by making a mutual agreement on the text	2’		√
F.	Reflection stage			
1.	After listening for the third time, each student writes his experiences about what they have learned in connection with the process of listening	5’		√
2.	Learners determine what strategies they might use in the future to improve listening skills	2’		√

2. RESEARCH METHOD

This research applied qualitative approach by having in depth interview as research instrument with the teacher who was being the subject of the research. The research procedure used to find out the teacher's response using metacogtive strategy with audio visual aids can be preceded as follows. The first step was developing the instruction model of Vandergrift and Tafaghodtari [5] to match the learners' needs. The second step was choosing the lesson material based on school syllabus from youtube and some websites as the audio visual aids. Thus, the modification model was applied in the class of English at SMA Negeri 2 Parepare, the tenth grade class. Next, the teacher was interviewed after the research applied within 4 meetings using guided interview questions to see the response on the study. The interview questions given were as follows:

Table 2. The Research Questions

No	Theme	Questions
1	Demography	1. How long have you been a teacher of English? 2. What grade do you teach and how many classes do you teach? 3. What kind of skill in English do you mostly teach in your class?
2	The teaching strategy	1. What kind of teaching strategy do you frequently use in teaching English? 2. How is your strategy in teaching listening?
3	Metacognitive strategy and audio visual	1. Have you ever heard about metacognitive? 2. What is your response dealing the application in your class? 3. What are the barriers you found? 4. What is your suggestion regarding its application in your class?

3. RESULTS AND ANALYSIS

The result of the research was gathered from an interview with the teacher who applied metacognitive strategy with audiovisual aid in teaching listening. In the study, the modified model of teaching with metacognitive strategy was inspired from Vandergrift and Tafaghodtari [5], whilst the materials for listening taken from youtube and some websites as the audio visual aids. The listening materials chosen were based on the school syllabus.

The interview was set after the whole treatment of the research finished. The teacher was interviewed with several questions under three main points; demography, the teaching strategy and the application of metacognitive strategy with audio visual aids. The analysis of interview result was based on theme based analysis as part of qualitative research. Considering research ethic, the teacher's identity was kept anonymously and only initial name showed in the findings.

3.1. Teaching Background

The first main part of the research questions was about teaching background. The questions deal with the length of her teaching career as a teacher of English, the class level she teaches, how many classes she teach and kind of skills in English she mostly teaches in her class. The first question was about the time period of teaching career at senior high school. Md as the initial name used in this research said that her teaching career as an English teacher started at 2004 at a senior high school in her born city, Parepare, Indonesia. It means that she has been a teacher of English for around 13 years. It can be said that it is not a short time teaching period with rich experiences in handling the class of English. Regarding the class level she teaches, she teaches at various class levels, starting at the first year of high school or known as class 10, and then rolling to class 12 or class 11. When the research was conducted, Md was responsible for teaching class 11 consist of 5 classes, yet only one class was taken as the sample of the research. During her teaching career, she teaches all skills of English but listening takes big portion in her teaching. It can be said that the teaching background of Md has put her to have rich involvement in teaching.

3.2. Teaching Strategy

The second main part of the question is about teaching strategy the teacher frequently uses in teaching English, and the way she teaches in teaching listening. The teacher (Md) said that in her class, the portion of activeness between the teacher and the students are not well-balanced. Teacher-centered learning has big portion than student centered during learning process. The teacher plays main role when new material is introduced and it can be taken several meetings on this way. Thus, students take their role and be active at the rest of the material when they understood the content of the course. However, the students still need to be supervised during their class.

"Mostly in my teaching I am being the main center for my students. They rely much on my explanation about the lesson. They are active when I give them some assignments to be done such as worksheet or work book, yet they still need to be watched all the time".

(Md, 2017)

The worksheet prepared at the textbook was dominantly be the main source for making the students active in the class and the discussion method was the teaching strategy frequently used in Md's class. In listening class, the teacher said that she applied the ordinary way in teaching; playing the listening material using audio aid, students listen it and fill in the worksheet given. If the students get confused on the listening material, the teacher will repeat the the listening material, explain the core material, and then ask the students to fill the worksheet. Teacher admitted that this way do not empower much students' critical thinking of the lesson. Therefore, more active strategy is needed to accommodate it.

3.3. Metacognitive Strategy and Audio-visual aids

The third main section of the interview deals with metacognitive strategy and audiovisual aids used in the research. The interview questions cover the teacher's prior knowledge, the teacher's reponses when metacogitive strategy introduced in her class, the application in the class, the barriers she found, and the suggestion regarding its application in the class.

First question in this part was about teacher's prior knowledge on metacognitive strategy. Metacognitive strategy basically is a strategy that activates the metacognitive awareness of the learners to be more active and critical on their learning. When the teacher was interviewed on it, she said that the term metacognitive was new for her. Interestingly, when researcher gave explanantion on it, she said she did some steps of the strategy in her teaching. For instance she was familiar with the activity of guessing the incoming words as one of step in metacognitive teaching, or playing listening material once or twice, or asking students to make a resume on their class material. This means that steps of metacognoitive strategy is not new for teacher, though the complete phase still needed to be accomplish as whole part of metacognitive scheme.

In this study, metacognitive strategy is combined with the use of audiovisual aids in teaching listening with modification in the procedure which is being unique with other previous studies such as by [3]-[7]. Here, the application of the strategy was applied for four meetings. The teacher admitted on her response that metacognitive strategy combined with audiovisual aids in class of listening had assisted the students in having deeper comprehension of the material. The specific stages on the strategy supported students in activating their critical thinking toward the lesson as well as aided the teacher and students to be more aware on activating their metacognition. The stages were starting from pre-listening: planning/prictic stage (exploration), first listen from audio-visual: first verification stage (elaboration), second listen from audio-visual: second verification stage (elaboration), third listen from audio-visual: final verification stage (confirmation), and reflection stage. Moreover, the teacher and the students enjoyed the process of learning very much. The regular and detail steps in the procedure of the strategy as well as the use of audiovisual aids made the learning more effective and efficient as supported by [10]. Her research on the use of audiovisual aids for learning revealed that audiovisual aids support the process of teaching and learning more active and liveable.

> "Metacognitive strategy with audio visual is very good for teaching listening. The steps are specific, start from beginning step to the further which make the students enjoy. They do not get shock to learn as it begins from the basic, thus the materials are in audiovisuals form, taken from you-tube, making them enjoy more than just listen the audio as the old days."(Md, 2017)

Furthermore activating metacognitive strategy in teaching gave contribution on reforming teacher's old mindset of teaching to be more aware in process of teaching. This statement is in line with Manning (2008) that the application of metacognitive strategy in teaching can alter teacher's assumption, and make them more reflective, independent, practical and optimistic.

> "Teaching using this strategy made me more aware on the process of teaching that should involve awareness on activating students' critical thinking." (Md, 2017)

Other interview questions deal with barrier and suggestion the teacher faced during the utilization of the strategy. The barrier of the application dealt with the material given which need to be varied. The material given was a bit boring to the students as it related to serious conversation between two people that required high concentration for the beginner listeners like them. Therefore, the teacher suggested in the interview that the materials for learning listening should be more various and enjoyable for the students such as using songs which can make the students more relax in learning. Concerning the procedure of metacognitive strategy, there is not any serious barrier for teacher; in fact she said she will apply this strategy to assist her in teaching listening.

4. CONCLUSION

In conclusion, this paper has shed some lights on the use of metacognitive strategy for language teaching. Applying metacognitive strategy combined with audio visual aids in class of listening has been proven to be effective and efficient in teaching learning process. The detail steps of learning instruction make the students easier in comprehending the material as well as improve their awareness in activating their metacognition. Also, the stages supported students activating their critical thinking during learning process. Another interesting finding on this study was metacognitive strategy giving contribution on reforming old teaching mindset to be more attentive on supporting teaching quality. For further suggestion, having exploration in other skills using this strategy can be extended research area to be investigated.

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